

ICEL - Key Domains of Learning

I

Instruction

Instruction is **how the curriculum is taught** and can vary in many ways including: **level of Instruction**, **rate of Instruction**, and **presentation of Instruction**.

Ideas for Universal Design

Increase academic vocabulary through a variety of content texts, illustrations, charts, and diagrams. Provide learning goals in varying levels of difficulty. Provide response guides as scaffolds during instructional conversations, teacher to student discussions, and student to student discussions. Use project based learning with options for activities, team membership, and team roles. Use manipulatives and simulations to demonstrate concepts. Provide options for representation through leveled texts in a variety of formats and media. Provide options for expression and demonstration of knowledge (verbal, graphics, presentations, audio, products), provide question and answer guides for peer support learning.

- **Use of academic language and vocabulary**
 - Language and vocabulary that includes the 50,000 words students are expected to know by the end of high school; including things like illustration and chart literacy, general speaking skills, and curriculum specific grammar and genres.
 - *Options for Flexibility* – Provide a variety of content texts, allow students to share what they know using a variety of media (illustrations, charts, diagrams, slides, speaking).
- **Clear learning goals and intentions**
 - Instruction should include clear learning goals and learning intentions to guide teachers and students. When the class includes students with a diverse range of skills and abilities the goals should be written in varying levels of difficulty.
 - *Options for Flexibility* – Provide goals in varying levels of difficulty and in different media.
- **Use of instructional questions and instructional conversations to gain meaning**
 - Questions can be used as an instructional tool to help students process information at various levels of understanding. When used student to student, instructional questions can build peer support learning.
 - *Options for Flexibility* – Provide students time to process answers, provide options for answering (verbal, diagrams), provide question and answer guides for peer support learning.
- **Instructional relevance – project based learning**
 - Solving problems can quickly increase the relevance of an instructional activity. Solving problems with other students through project based learning increases relevance and incorporates 21st century skills (teamwork, research gathering, information synthesis).
 - *Options for Flexibility* – Provide options for projects that address the grade level standards, provide options on information research, provide learning scaffolding through peer interactions, provide options for roles in teamwork.
- **Differentiating instructional techniques**
 - Instruction includes the content, process, products, and learning environment. Differentiation can be provided in these areas to meet the needs of a diverse classroom.
 - *Options for Flexibility* – Provide leveled texts, present information in a variety of formats, use manipulatives and simulations to demonstrate concepts, provide options for demonstrating knowledge, provide a variety of work and study environments in the classroom.

- **Universal design for learning**
 - Create instructional activities and lesson plans based on universal design for learning principles.
 - *Options for Flexibility* – Provide curriculum content in different media and leveled text, provide choices on how students demonstrate what they have learned (e.g. reports, presentations, graphics, products), allow student work to reflect personal relevance, culture, subjectivity, and background knowledge.
- **Small group instruction**
 - The use of small group instruction can help students build task persistence, instructional stamina, and independent learning skills. It also provides the teacher with opportunities to focus on struggling students.
 - *Options for Flexibility* – Provide opportunities to work in diverse groups, provide guidelines for group activities in a variety of formats, provide options in formative assessments
- **Cooperative/peer based learning**
 - Cooperative learning and peer tutoring provide a variety of options for students to work together, build learning relationships, practice 21st century skills, and develop appropriate academic behaviors.
 - *Options for Flexibility* – Provide options for collaborative discussion, provide guidelines in a variety of formats.
- **Provide a variety of practice and application activities**
 - Students need opportunities to practice new skills, increasing their understanding of the skill as well as increasing the fluency or automation. High fluency in any skill lends itself to higher order thinking and creativity in skill application.
 - *Options for Flexibility* – Provide options for relevance, provide options for practice, provide options for time-on-task.
- **Guided practice**
 - Guided practice helps students to practice skills correctly with modeling and provides feedback to help with mistakes. The four stages of guided practice are: I do (modeling), we do together (guided practice), you do together (peer practice), and you do independently (independent practice).
 - *Options for Flexibility* – Provide scaffolds for task explanations, provide options for choral responses, use accommodations as needed for student demonstrations.
- **Direct and explicit instruction with explanations and instructional cues**
 - Direct instruction provides opportunities for establishing goals and objectives, organizing instructional activities, providing explanations and instructional cues, and sharing core concepts and information.
 - *Options for Flexibility* – Provide goals and objectives in a variety of formats, use information and activity organizers to guide students during instructional activities. Provide options in how instructional content is chunked into smaller learning units, provide options in assessment, provide options for engagement.
- **Options for assessments**
 - Assessments are a part of the learning process and provide feedback to teachers on the effectiveness of the instruction and feedback to the students on their skill development. This feedback leads to problem solving by teachers and students.
 - *Options for Flexibility* – Provide assessments in a variety of formats, support accommodations in assessment, provide a variety of formative assessments.